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Tutor Teaching Tips

Lesson 46: Variant Vowel /ōō/ • Part 1

MATERIALS

Letter page

Introducing Variant Vowel /ōō/



10–15 minutes

Point to the four pictures on the letter page and read the four words under them. Ask the child what vowel sound is the same in all the words. Explain that the /ōō/ sound can be spelled in different ways. Point to the vowel digraphs that stand for the /ōō/ sound in each word. Then have the child read the first row of example words at the bottom of the page. Tell the child that there are other spellings for the /ōō/ sound. Read the words in the second row one at a time. Have the child repeat each word and point to the letters that stand for the /ōō/ sound.

Word cards

Have the child sort the word cards into groups according to the spelling of the /ōō/ sound.

Blend Words



5–8 minutes

Letter cards:
m, o, o, n, d, s,
p, w

Say the word *moo* and tell the child he/she needs to find three letters to spell the word. Have the child line up the letter cards on the table. Say the word *mood* and ask the child what letter he/she needs to add to the word *moo* to make the word *mood* (*d*). Then have the child take away the ending letter and add a different one to spell the word *moon*. Say the word *spoon*. Ask the child what two letters start the word *spoon*. Have the child replace the *m* with *sp*. Finally, ask the child what blend starts the word *swoon* and have the child spell the word using the letters.

Game cards;
Game board;
Markers

Place the game cards in a stack. Have the child draw a card and read the word. If the word is read correctly, the child can move along the game board the number of spaces indicated on the card. Have the child place the card at the bottom of the stack. It is now your turn to draw a card.

Teach High-Frequency and Story Words



5–8 minutes

Flash card: *knew*

Read the new high-frequency word to the child as you hold up the flash card. Have the child look at the card and repeat the word. Then spell the word out loud, saying the letter names. As you spell the word, have the child repeat each letter name and write it in the air with his/her finger. Point out the silent *k* and the *ew* digraph.

Flash cards:
better, followed,
night

Read the story words with the child as you hold up the cards one at a time. Point out the *ow* digraph in the word *followed*. Have the child read the words several times.

Flash cards:
complete set

Read each review high-frequency word with the child as you hold up the card. Then combine all the cards and flash the cards several times for the child as he/she says each word. Tell the child the word if he/she forgets.

Tutor Teaching Tips

Lesson 46: Variant Vowel /oo/ • Part 2

MATERIALS

Letter page

Letter cards:
g, r, e, w, c, h, t

Letter cards:
s, o, u, p, g, r

Flash cards

Practice sheet

Decodable book:
Snoop Dog the Sleuth

Decodable book;
Take-home
practice sheet

Game cards;
Game board;
Markers

Review Part 1



5–10 minutes

If the second part of the lesson is done on a different day, review the variant vowel digraphs.

Tell the child he/she is going to spell some words where the *ew* digraph stands for the /oo/ sound. Ask the child to find the letters to spell the word *grew*. Then ask the child what letters he/she needs to replace to make the word *chew*. Have the child spell the word. Then ask the child what letters he/she needs to replace to spell the word *threw*.

Tell the child he/she is going to spell some words where the *ou* digraph stands for the /oo/ sound. Have the child spell the word *soup*. Then have the child replace the initial letter to spell the word *group*.

Show the child the flash cards one at a time and have the child read each word. Repeat several times.

Decoding Practice



15–20 minutes

Point out the *eu* in the word *sleuth* in row 1 and explain that this is not a commonly used digraph. Have the child sound out each word in the row as he/she runs his/her finger under the letters. Then have the child say the whole word.

Ask the child to read the review words in row 2. Have the child point to each vowel digraph. Remind the child that the *ea* digraph can have both the long and short *e* sounds, and it can also stand for the long *a* sound in the word *great*.

Have the child read the high-frequency words in rows 3 and 4 as quickly as he/she can, without sounding them out. If the child hesitates on a word, tell him/her the word and have him/her repeat it.

Have the child read the phrases in row 5 and the sentences in row 6, sounding out the decodable words and saying the high-frequency words quickly.

Have the child read the decodable book aloud, sounding out the decodable words. If he/she has difficulty, say the word slowly and have the child repeat it. Have the child read the high-frequency words and story words quickly, without sounding them out. If the child doesn't know a high-frequency or story word, tell him/her the word.

When the child has finished reading the book, ask the child to tell how Snoop Dog solved the crime.

Home Connection

Encourage the child to take the book home to read with a family member or to practice reading the book in his/her own time. Tell the child that you will listen to him/her read the book the next time you are together. Have the child complete the take-home practice sheet with a family member

Optional Activity

If time permits, play the game from Part 1 again.

Variant Vowel /ōō/



boot



soup



screw



glue



fruit



shoe

food you blew true suit

do who June flute



chew

few

crew

do

who

too

droop

scoop



stoop

you

soup

group

youth

clue

blue

true

m

o

o

n

d

s

p

w

g

r

e

c

h

t

y

u

suit

5

proof

4

shoe

5

grew

3

who

3

drool

3

tooth

2

soon

2

you

1

soup

4

cue

5

glue

3

true

4

screw

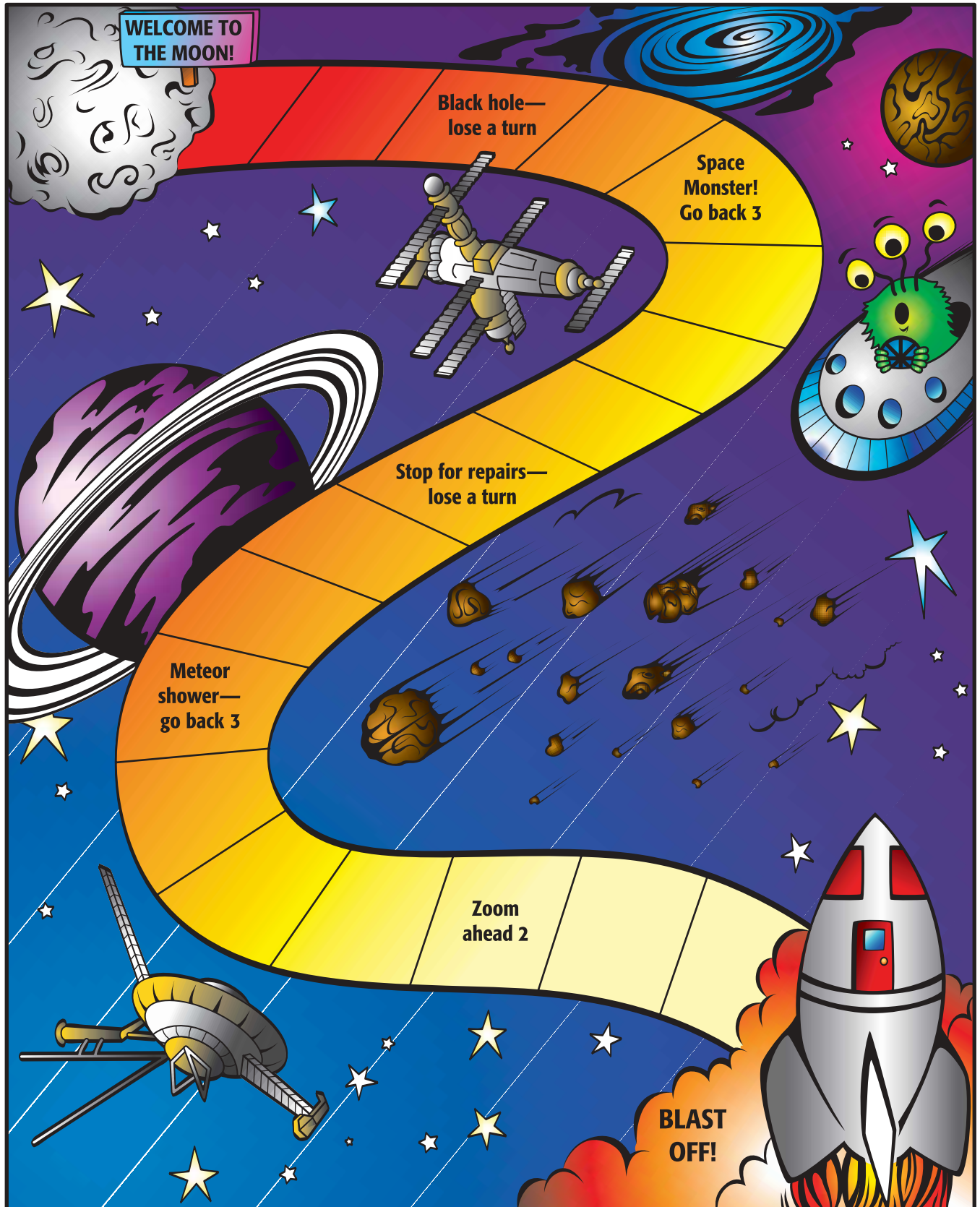
3

chew

2

few

1



knew

night

better

followed

where

would

look

over

there

always

one

took

down

what

saw

come

INSTRUCTIONS: Ask the child to practice reading the words and phrases below before reading the book.

1 New words	cool • noon • grew • shoot • loon • Sue goose • moon • boom • moose • sleuth
2 Reviewed words	June • spruce • dead • sweet • trees each • near • great • paid • slain faint • snow • road
3 New h-f words	were • he • said • one • I some • saw • now • knew
4 Reviewed h-f words	come • would • look • saw • what • over down • there • always • one • took
5 Phrases	cool June moon goose and moose chew the stew
6 Sentences	The cool June moon rose. The group ate moose stew with a spoon.

INSTRUCTIONS: Have the child fill in the blanks with the correct /ōō/ word. Then have the child find the word he/she wrote on the blanks in the word search.

I got a _____ bike.

I like to eat _____ with a spoon.

_____ up all the mess.

The plant _____ tall.

Use the _____ to sweep the steps.

I will _____ the cat away from the food.

t	b	h	u	m	n	e	w
b	s	i	n	o	o	v	y
r	g	r	e	w	h	s	c
o	e	k	l	g	w	c	t
o	n	o	s	h	o	o	j
m	p	n	a	i	k	o	f
b	s	o	u	p	d	p	e
a	d	q	f	o	s	u	d